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ABSTRACT

This collection of essays, which is arranged in four sections, concerns flexibility in the Vocational Education and Training (VET) systems of Europe. The first section, "Introduction," includes the following chapter: "Shaping Conditions for a Flexible VET" (Nieuwenhuis et al.). The second section, "Institutional and Organisational Aspects of Flexibility," includes the following chapters: "Vocational Education and Training in Transition: From Fordism to a Learning Economy" (Mayer); "Learning Organisations for VET" (Nieuwenhuis); and "Perspectives on Institutional and Organisational Flexibility in VET" (Hommen). The third section, "Educational Tools and Resources for Flexibility," includes the following chapters: "Institutional Responses to a Flexible Unified System" (Howieson et al.); "Demand and Supply of Qualifications: Systems' Change Towards Flexibility" (Ribolzi); "Developments in Vocational Education in Ireland" (Tuohy); "From a Unified to a Flexible Vocational System: The Hungarian Transition Case" (Zachar); "Design and Effects of a Flexible VET System: A Case Study in Dutch Agricultural Education" (Geerligs, Nijhof); "Value Learning Outcomes Acquired in Non-formal Settings" (Straka); and "Resources for Flexibility: Critical Comments" (Marhuenda). The fourth section, "Professional Conditions," includes the following chapters: "Professionalism as a Path for the Reform of VET Systems" (Lassnigg); "Transforming VET Policies and Professionalism: A View from Finland" (Heikkinen); "HRD as a Professional Career? Perspectives from Finland, the Netherlands, and the United Kingdom" (Hytönen et al.); "Challenges of Supporting Learning of Newly Qualified Professionals in Health Care" (Brown); and "The Practice of a New VET Profession" (Hodkinson). Contains 18 figures and 46 tables. All articles include substantial

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